

MARYVILLE ELEMENTARY

2125 Poplar Street
Georgetown, South Carolina 29440

GRADES PK-5 Elementary School

ENROLLMENT 632 Students

PRINCIPAL Susan T. Beard 843-546-8423

SUPERINTENDENT Dr. H. Randall Dozier 843-436-7000

BOARD CHAIR Mrs. Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	42	50	4	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No

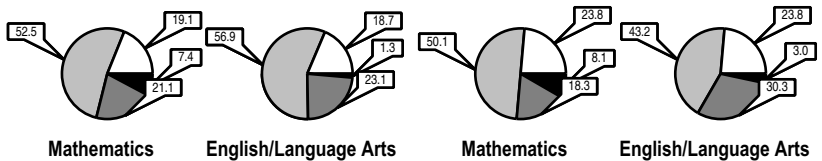
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	316	99.1	18.2	57.2	23.2	1.3	38.4	Yes	Yes
Gender									
Male	172	98.8	23.3	54.1	22.6	0.0	35.8		
Female	144	99.3	12.3	60.9	23.9	2.9	41.3		
Racial/Ethnic Group									
White	121	100.0	7.6	54.2	35.6	2.5	51.7	Yes	Yes
African-American	186	100.0	25.4	59.0	15.0	0.6	29.5	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	257	98.8	11.9	60.1	26.3	1.6	42.8		
Disabled	59	100.0	46.3	44.4	9.3	0.0	18.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	316	99.1	18.2	57.2	23.2	1.3	38.4		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	308	100.0	18.5	56.8	23.3	1.4	38.4		
Socio-Economic Status									
Subsidized meals	220	98.6	23.3	58.9	17.3	0.5	31.7	Yes	Yes
Full-pay meals	96	100.0	7.4	53.7	35.8	3.2	52.6		

Mathematics - State Performance Objective = 15.5%									
All Students	316	100.0	19.1	52.5	21.1	7.4	43.8	Yes	Yes
Gender									
Male	172	100.0	18.1	51.9	21.3	8.8	45.6		
Female	144	100.0	20.1	53.2	20.9	5.8	41.7		
Racial/Ethnic Group									
White	121	100.0	5.9	49.2	31.4	13.6	61.9	Yes	Yes
African-American	186	100.0	27.7	54.9	13.9	3.5	32.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	257	100.0	12.2	54.7	24.1	9.0	50.2		
Disabled	59	100.0	50.0	42.6	7.4	0.0	14.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	316	100.0	19.1	52.5	21.1	7.4	43.8		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	308	100.0	18.8	52.7	20.9	7.5	44.2		
Socio-Economic Status									
Subsidized meals	220	100.0	26.5	52.9	16.7	3.9	34.3	Yes	Yes
Full-pay meals	96	100.0	3.2	51.6	30.5	14.7	64.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	95	100.0	23.8	60.7	14.3	1.2	15.5
	Grade 4	104	97.1	24.2	49.5	26.3	N/A	26.3
	Grade 5	101	100.0	42.7	45.8	11.5	N/A	11.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	113	99.1	16.1	42.0	39.3	2.7	42.0
	Grade 4	104	100.0	19.2	66.3	14.4	N/A	14.4
	Grade 5	99	98.0	20.6	68.0	10.3	1.0	11.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	95	100.0	13.1	67.9	13.1	6.0	19.0
	Grade 4	104	100.0	25.0	46.9	14.6	13.5	28.1
	Grade 5	101	99.0	40.6	42.7	13.5	3.1	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	113	100.0	17.7	53.1	21.2	8.0	29.2
	Grade 4	104	100.0	17.3	50.0	24.0	8.7	32.7
	Grade 5	99	100.0	25.3	54.5	16.2	4.0	20.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 632)				
First graders who attended full-day kindergarten	97.9%	N/C	100.0%	100.0%
Retention rate	3.8%	N/A	3.5%	2.7%
Attendance rate	99.8%	Up from 94.3%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.0%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.9%		3.6%	3.5%
Eligible for gifted and talented	14.5%	Down from 15.2%	11.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.8%	Up from 8.6%	9.5%	8.2%
Older than usual for grade	2.4%	Up from 1.8%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.6%	Up from 0.8%	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	55.3%	Up from 46.9%	47.8%	51.4%
Continuing contract teachers	91.5%	Up from 85.7%	87.8%	87.5%
Highly qualified teachers**	82.8%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.7%	Up from 90.0%	86.5%	86.7%
Teacher attendance rate	96.1%	Up from 94.9%	94.5%	94.9%
Average teacher salary	\$43,442	Up 5.4%	\$39,987	\$40,760
Prof. development days/teacher	9.4 days	Up from 8.5 days	13.5 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 16.2 to 1	18.6 to 1	18.9 to 1
Prime instructional time	95.1%	Up from 87.8%	89.3%	90.0%
Dollars spent per pupil*	\$7,108	Down 23.0%	\$6,002	\$6,044
Percent of expenditures for teacher salaries*	63.5%	No change	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.4%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Maryville Elementary School strives to provide and promote an academic environment that serves a diverse student population that challenges and develops knowledgeable, well informed, and responsible citizens in an ever-changing society. The school actively seeks to engage parents and the community in partnering with them to support various realms of the students' education.

Academics:

Academic growth is a major focus of our faculty and staff. We provide a challenging academic program to stimulate and enrich our student population. A range of programs such as Accelerated Reader, PACT Tutoring, Extended Day, Gifted and Talented, and Reading and Math Workshops provide support to students achieving at varying levels.

Arts:

Throughout the year, students participated in a variety of Art programs such as a contest sponsored by Keep Georgetown Beautiful, a Weekly Drama Club class, and painting a wall mural by fifth grade students. The students in grades 1-5 participated in a national art program, Art-to-Art, in which student artwork was exchanged from school to school.

Community Service:

Students throughout the school participated in a canned food drive for the Salvation Army. A Christmas mural was painted for a local industry and on the side of a local small business. Students were also participants in a local recycling contest.

The P.T.O. continues to support the needs of our school. They provided incentives for teachers, paraprofessionals, and students having monthly perfect attendance. They purchased materials and supplies for individual classrooms, as well as for the administration. A major focus this year was to fund landscaping projects, as well as mural painting throughout the school.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	82	59
Percent satisfied with learning environment	91.5%	84.1%	84.7%
Percent satisfied with social and physical environment	93.6%	72.0%	78.9%
Percent satisfied with home-school relations	82.6%	85.4%	72.9%

*Only students at the highest elementary school grade level at this school and their parents were included.